

CHAPTER I

INTRODUCTION

A. Rationale

Every human in the world needs language and language is important for human life. Besides expressing thoughts and emotions, language is also used to communicate with other human beings. Allah S.W.T creates the human to be able to speak fluently in many languages to communicate each other and to make another human understand, as mentioned in the Holly Qur'an surah *Ar-Rahman* verse 1-4 as follows:

الرَّحْمَنُ ۝ عَلَّمَ الْقُرْآنَ ۝ خَلَقَ الْإِنْسَانَ ۝ عَلَّمَهُ الْبَيَانَ ۝

Based on the verses above, we know that Allah creates human speak fluently. Shihab (2011, p.278) explains that Allah creates and teaches the human to teach or explain what is in their mind and how to speak correctly.

Speaking is one of the basic skills that must be mastered by students since it is very important for them to communicate in the real conditions. In learning speaking, most of the students face difficulties such as lack of confidence, shyness, and silence that impede a natural communication. They often make mistakes and reluctant to speak while trying to communicate in English. (Harmer, 2007 p.343-345).

According to Harmer (2007 p.345), students are often reluctant to speak because they are shy and are not predisposed to expressing themselves in front of other people, especially when they are being asked to give personal information or opinions. In such situations there are a number of things that teachers can do to help students such as using interesting activities in the classroom.

There are many techniques that teachers and students can do to improve students speaking skill and reduce students' mistakes. Lazaraton (2001, P.106) and Harmer (2007, P.128-130) have listed several methods. They mentions exercises both for the less advanced levels, such as describing pictures in pairs or making up a story from a series of pictures, and exercises for the more advanced levels, like describing diagrams or discussing current issues. Many teachers ask students to become involved in simulations and role plays. In simulations, students act as if they were in real-life situation. Role-plays simulate their real world in the same kind of way, but the students are given particular roles – they are told who they are and often what they think about a certain subject. They have to speak and act from their new character's point of view.

Brown (2007, p.200) explains, all those activities are able to combine with technology tools. Teacher and students are able to use technology to support the pedagogical goals of the class and curriculum.

In this modern era, teachers usually combined their lessons with any technology tools to improve students' language ability. When someone mentions technology in the language classroom the first impulse is to think about computer

technology, mostly because computers have so pervaded human's daily home and workplace context. Technology covers everything from audio tapes, to video to such as camera, LCD projector, smartphone, etc. (Brown, 2007, p.196).

Allah S.W.T has given order to human to use the technology for helping their needs. It is mentioned in surah *Al-Baqarah* verse 29 as follows:

هُوَ الَّذِي خَلَقَ لَكُمْ مَا فِي الْأَرْضِ جَمِيعًا ثُمَّ أَسْتَوَىٰ إِلَى السَّمَاءِ
فَسَوَّاهُنَّ سَبْعَ سَمَوَاتٍ وَهُوَ بِكُلِّ شَيْءٍ عَلِيمٌ ﴿٢٩﴾

Allah also explains in surah *Al-Jaatsiah* verse 13 as follows:

وَسَخَّرَ لَكُمْ مَا فِي السَّمَوَاتِ وَمَا فِي الْأَرْضِ جَمِيعًا مِّنْهُ إِنَّ فِي ذَلِكَ
لَآيَاتٍ لِّقَوْمٍ يَتَفَكَّرُونَ ﴿١٣﴾

Based on two verses above, Allah creates everything in this world (including technology tools) for human needs (Rahman, 2000, p.278). It means that teachers and students are available to use the technology for their language improvement.

Nowadays, some lecturers of speaking subject at English Department of IAIN Antasari have a new technique to improve students' speaking skill. They ask students to make a video in groups and also personally. After the video collected lecturers check students' video and give the score.

The techniques is called video making task. A new modern technique learning that asks students to record their activity or conversations using camera to improve

their speaking skills. With this technique, students will be able to use a technology such as camera and smartphone, and they record themselves to evaluate how good their speaking is. (Kirkgoz, 2011, p.1)

English Department of IAIN Antasari Banjarmasin is the only one major that uses video making task activity. Video making task is a popular task for students in English Department of IAIN Antasari Banjarmasin. Moreover, video making task is not only given by the lecture of speaking subject, but another subject as well such as pronunciation and sociolinguistic.

Video making task is something new in teaching and learning process at South of Kalimantan, even though video capturing and viewing are popular in human lives. People usually use smartphones to record, edit and upload the video into internet as well as to share videos with numerous online communities via online tools such as facebook, youtube, instagram and blogs.

In this era, teaching and learning with the help of digital videos have been very common in education for the last couple of decades. Even though the use of video has always been present in education, the introduction of digital video parallel to video capturing and editing software in personal computer has led to an increase in individual use on self-recorded by both teachers and learners. (Savas, 2012. P.1)

Some advantages of video making task was found by previous research. In video making process, students usually make it not just once, but many times until their pronunciations as good as possible they can, this process called repetition and

correction. Students will improve their speaking skill with this process of video making. (Savas, 2012, p.2)

The use of video technique as an aid of learner can fully engage and effectively make them interested in developing their level in learning English certainly speaking skill via the use of real discussion inside classroom, also the use of videos can support students to participate and make the environment as like as real one. (Sihem, 2012. P.5)

In addition, the learners who are studying English in a non-English speaking setting, need to experience real communicative situations so that they will learn how to express their own views and opinions freely and to develop their own fluency and accuracy which are very essential for the success of FL communication.

Even though some researchers explained some advantages of video making task, lecturers may face unresponsive or uncooperative students without knowing the reasons, whether the lecturers and their students have opposing views about what should occur in giving video making task to students and whether or not the students achieve the video making task aims.

Therefore, the investigation in providing the data about students' perceptions on video making task in improving students' speaking skills are needed to know whether the aim of video making task that given by lecturers was reached or not and to know the level of students' perceptions related to the effectiveness of video making task to improve their speaking skills.

According to the description above, the students' perceptions on video making task is needed to know whether it improves their speaking skills or not and whether students can achieve the lecturers' aim in video making task. Therefore, the researcher is really interested in finding more about the students' perception on video making task in improving students' speaking ability.

Based on this fact, the writer does a research about "The Students' Perceptions on Video Making Task To Improve Students' Speaking Skills At English Education Department Of IAIN Antasari Banjarmasin."

B. Statement of Problems

Based on the background above the researcher investigates the following statement of problem:

1. What are students' perceptions related to the use of video making task to improve their speaking skill?

C. Objectives of the Study

The Objective of this research is:

1. To know what students' perceptions are on the use of video making task to improve their speaking skill.

D. Significance of Research

The significances of research here are to give some advantages to three points:

1. To make students and lecturers of Antasari State Institute for Islamic Studies consider that this technique is useful and effective in improving students' speaking.

2. To inform English teachers that there is a new modern technique can help the students to improve speaking skill.
3. To give information and additional reference to other researchers who want to do the research in the same field.
4. To enlarge the literary source of Antasari State Institute for Islamic Studies library for research.

E. Definition of Key Terms

The key terms, which are necessary to be clarified briefly in order to avoid misunderstanding, can be mentioned as follow:

1. Students' Perception

Simple definition of perception is the way you think about or understand someone or something. Therefore, the meaning of the students' perceptions on this research is the way students notice or understand about video making task can improve their speaking skills by using one of their senses.

2. Video Making Task

A modern technique learning which asks students to record their activity or conversations using camera to improve speaking skills. Harmer (2007. P.361) states that this activity can become central learning aid, as a result of which student work cooperatively together using recording. Where sophisticated editing facilities are available and there are trained sound or film personnel on the premises, high production values can be achieved, but that is not main point of this activities; a lot of can be achieved with just a hand-held camera and playback monitor.

In short, video making task in this research means a task that is given by the lectures of English Education Department of Antasari State Institute for Islamic Studies to students by recording some activities such as conversation, drama or observation in group or personally to improve students' speaking skill

3. Speaking Ability

Speaking is a particular skill that has many functions in daily life. By using speaking, we can share our ideas, feeling and interactions so that we are able to interact with others. Brown explained there are five components of speaking ability. They are: pronunciation (including the segmental features vowels and consonants and stress and intonation patterns); grammar; vocabulary; fluency (it is the ease and speed of the flow of speeches); and comprehension that requires a subject to respond to speech as well as to initiate it (Brown, 2007. P.184).